



## **Succeeding As an Intercultural Workplace**

Prepared for you by...

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## What's in a Name?

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Please write your name in a column. Beside each letter in your name write a word or phrase that describes you and begins with the letters of your name.

**Example:** Mary

Motivated  
Artistic  
Realistic  
Young at heart

**Your Name:**

In turn, please introduce yourself to the full group and tell us the descriptors you linked with the letters in your name as a way of helping us to know the “real” you.

## Large Group Discussion

- Do you feel you know something significant about each person in the room based on their introduction?
- Would you like to know more about some whose descriptors particularly intrigued you?
- Please get up and find someone you would like to interview so you can learn more about them.
- While interviewing the other person for 5 minutes take notes of the following questions...
  - How is this person similar to me?
  - How does this person differ from me?
  - Do you consider yourself culturally similar or culturally different from the person you interviewed?

After 5 minutes, the trainer will ask you to reverse roles and the interviewer will become the interviewee and vice versa.

## Stereotype or Culturally Relevant Information?

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It is important to gain an understanding of another's culture in order to show proper respect for the cultural norms, traditions, ways of thinking and behaving common to the culture. Yet, often times when we try to discuss what we have learned about a group of people we are accused of stereotyping. There is a fine line between speaking about **culturally relevant information** and **stereotyping** a group or individual.

**A stereotype** is an over-generalization of information that is taken from observing a few in a culture and believing the observation to be true about most in the culture. Stereotypes may be positive or negative in nature, and may be accurate or inaccurate. The most damaging impact of believing a stereotype is that it tends to limit or cloud a person's perception of others.

**Example:** African-Americans have rhythm.

**Culturally relevant information** is acquired by researching a culture to learn about the norms of its people through inquiry and observation. Culturally relevant information is useful in understanding the ways in which another thinks, feels and behaves. The information is neither positive nor negative in nature but is generally accurate about a significant portion of the group being researched.

**Example:** Most Korean men work 12-16 hours per day. Korean women are only permitted to work up to 8 hours per day.

### Cultural Competence is...

- Recognizing, understanding and valuing cultural differences and diversity
- Recognizing, understanding and valuing the commonalities that underlie our differences

### Culture Defined...

Culture refers to the total system of values, beliefs, attitudes, traditions and standards of behavior that regulate life within a particular group of people and are thought necessary to their survival in the context of their environment.

### Prejudice Defined...

Prejudice is an antipathy based on faulty and inflexible generalization. It may be felt or expressed. It may be directed toward a group or an individual of that group.

### Discrimination Defined...

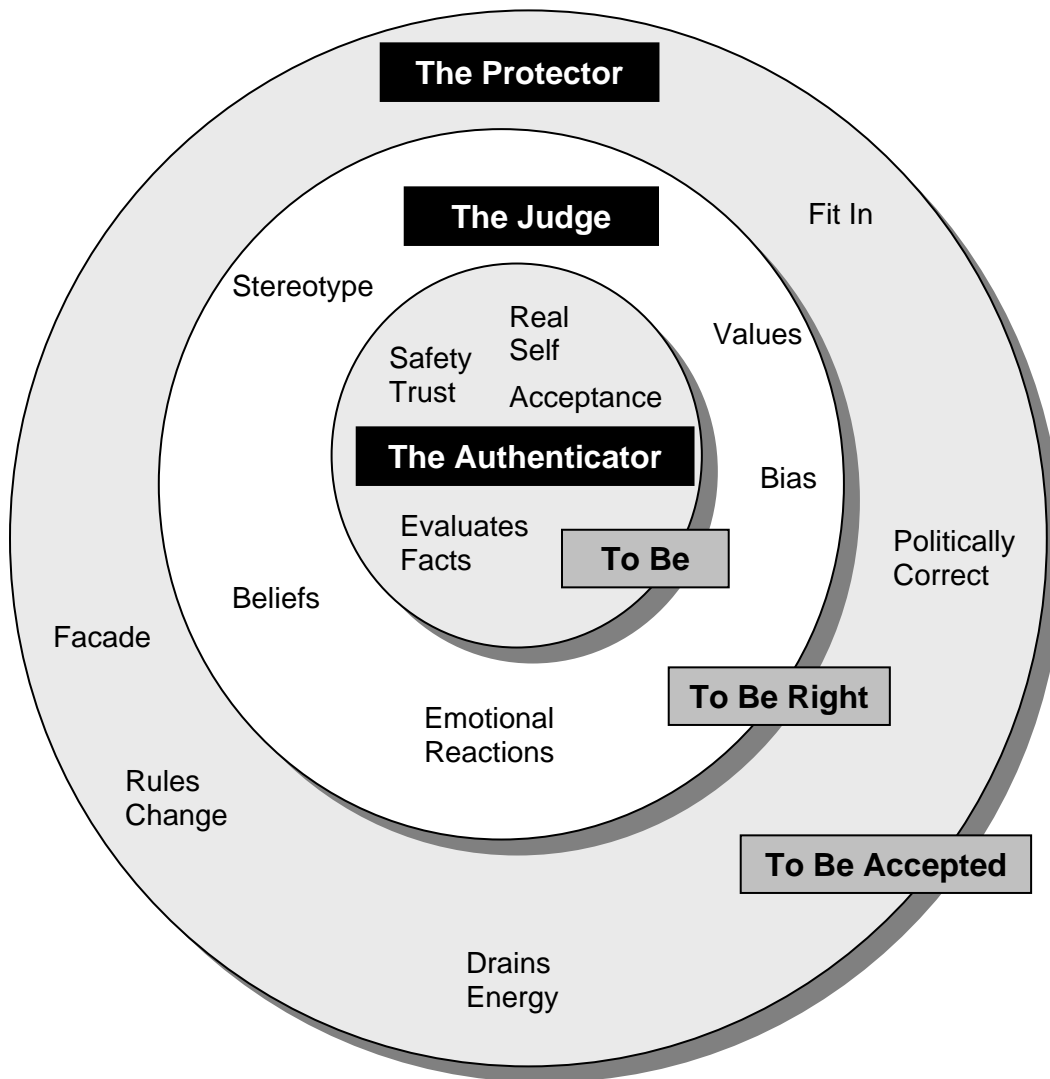
Discrimination is any different or unequal treatment that is unjust.

# Unmasking Diversity Paradigms

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This mental model was developed by Lenora Billings-Harris (1998) and appears in her book *"The Diversity Advantage."* It helps us understand the coping mechanisms that we as Americans put in place to mask and preserve our biases.

## The Subconscious Behavior Guide



*"We don't see things as they are; we see things as we are."*

Anais Nin

**The Protector:** This is the most conscious level of the model. We present the facade that we think others will like or respect. We do what we need to in order to get along with others on a superficial level. The Protector tries to keep everyone comfortable and within the limits of current societal expectations. The goal is to be accepted.

**The Judge:** This level of the model is semi-conscious and tends to surface behaviorally under stress. Here is where we keep our unexamined biases and prejudices, along with our values. This level of consciousness gives us our basic marching orders where diversity is concerned, but most of us get uncomfortable when we look into this level of ourselves. When we are challenged, angry, confused, scared, or feeling unsafe we tap into this level to justify our actions and prove we are right to act, think, or feel as we do in a tense situation.

**The Authenticator:** This deep level of consciousness can be reached through purposeful self-examination. It is where the "real you" is housed. The Authenticator has the capacity to examine the facts of the situation without prejudice and construct messages that help increase feelings of safety, trust, and acceptance in the face of differences. There is a saying that states "no one is born a bigot." When we are young children we have not as yet constructed a system of judgment and protection. We accept the behaviors of others without questioning the origins or correctness of the behavior. We simply react to the behavior authentically. To overcome prejudices and biases we must constantly test the messages sent by our "Judge" by revisiting our authentic selves and search for the uncontaminated facts present in the situation.

## Small Group Activity


Please return to your small group and discuss the Subconscious Behavior Guide by answering the following questions...

- When you are angry or fearful, which of the 3 realms do you most typically react from?
- Does politically correct behavior help alleviate stereotypes and prejudices or does it simply disguise this thinking?
- What would you do or say to help another person come in contact with their Authenticator during a stressful time?

# Intercultural Communication

Intercultural communication is not easy. This is one reason people sit mostly with people of a similar group at lunch, and socialize with the same in their spare time. We tend to generally avoid conversations with a person about a conflict you are having with them. Can you imagine the personal barriers to talking to someone of a different culture about a conflict you are having with her or him? Fortunately, communication experts have developed effective strategies for overcoming the barriers to intercultural conflict resolution.

Compassionate Communication is one such set of techniques. Compassionate Communication refers to a dialog in which at least one participant uses strategies to build rapport while avoiding direct confrontation. Participants get what they need from difficult conversations by focusing on and clarifying observations and emotional reactions.

My Perspective		The Other's Perspective
<p>You clearly express your experience without blaming or criticizing.</p> <ol style="list-style-type: none"> <li>1. The concrete actions I observe (remembering, imagining) that contribute ( or not contribute) to my reactions.</li> <li>2. My reactions to what I observe.</li> <li>3. What I need for things to be better.</li> </ol> <p><b>When you</b> tell me that I am <i>always</i> late, <b>I</b> become frustrated because I have tried to avoid this by discussing with you my need be about ten minutes late on Wednesdays due to childcare. <b>I need</b> to know that you are supportive of my change in schedule. <b>Can we</b> discuss once again my need to come in ten minutes late on Wednesdays and staying longer after hours to make up the time?</p>		<p>Take the other person's perspective (empathetic) in determining how your behavior may be a problem for her or him without blame or criticism.</p> <ol style="list-style-type: none"> <li>1. Seek out the concrete actions that the other person is observing that is your contribution to the problem.</li> <li>2. Find out how the other person reacts to what they observe, remember, or imagine.</li> <li>3. Find out what the person needs for the situation to change.</li> </ol> <p><b>When you</b> tell me that I am <i>always</i> late, <b>are you</b> referring to when I come in ten minutes late on Wednesdays? Is my change in schedule troubling you in some way? <b>What are you needing</b> in order to feel less troubled by my schedule? What would you ask of me to make things better for you?</p>

<b>Write down what you would normally say or do in response to each of the following:</b>	<b>Translate your message into the intercultural communication form:</b>
A fellow employee says that you are prejudice.	<p>When I observe you doing (saying) that,</p> <p>My reaction is...</p> <p>Because I need to feel that...</p> <p>I would like you to .....</p>
You believe that your manager does not allow you to offer your views.	<p>When I observe you doing (saying) that,</p> <p>My reaction is...</p> <p>Because I need to feel that...</p> <p>I would like you to .....</p>
A fellow employee tells derogatory ethnic joke.	<p>When I observe you doing (saying) that,</p> <p>My reaction is...</p> <p>Because I need to feel that...</p> <p>I would like you to .....</p>
A fellow employee overhears you say something derogatory about a colleague who is a person with a disability, and tells you how it affected her.	<p>Hearing this, empathize with the feelings and needs behind her message. Use the following:</p> <p>Is your reaction indicating that you ...</p> <p>Because you are needing....</p>
You have used a derogatory gender label, and notice that the person you were talking about overheard it.	<p>Translate the message into this form:</p> <p>Having done that,</p> <p>I feel....</p> <p>Because I would have liked...</p> <p>and I would like to...</p>

## The Eye of the Storm

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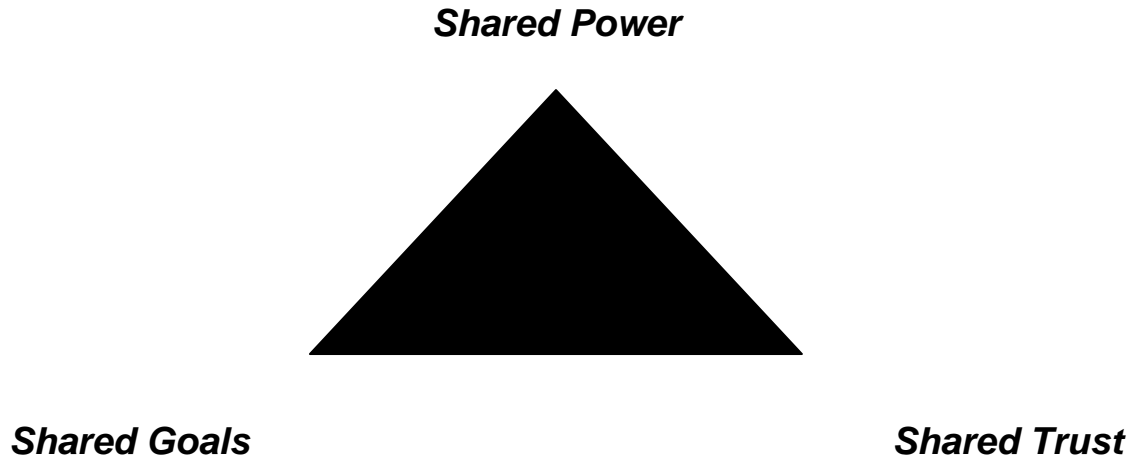
We are going to view an 18 minute clip from the video “The Eye of the Storm: A Class Divided” produced by Frontline. When the video ends we will have a large group discussion guided by the following questions...

- How did the children react to being subjected to discriminatory behavior?
- Do adults react to discrimination in a like manner?
- Does an exercise of this sort actually help children learn to behave in a non-discriminatory manner to others throughout their lifetime?
- Are children still subjected to discrimination today? If so, what are the sources?
- How do you feel after seeing this video?
- What will you do as a result of seeing this video?



## The Cooperation Model

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### Small Group Discussion

#### What causes cultural collisions in your work team?

- Please return to your small group
- Discuss the question above and jot down a brief list of the issues surfaced.
- Brainstorm ways to handle these collisions by using the Cooperation Model.
- Jot down your ideas for addressing the issues in an inclusive manner.

## Powerful Questions for Correcting Someone's Diversity Misconceptions

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The following powerful questions are 10 ways to gracefully correct someone's diversity misconceptions:

1. "Are you speaking from personal experience or giving us objective facts?"
2. "I have a different take on that. May I share it?"
3. "Is it possible that there is another cultural approach, solution, or source that is different from your view?"
4. "That's generally true among certain groups, but I wonder if it is true for this group."
5. "Can you tell me more about your thinking behind that approach or conclusion?"
6. "Are you thinking that your conclusion is helpful in understanding a person who is different from you?"
7. "I wonder if we have all the facts or data needed to make such a judgment."
8. "How can I most help you understand my cultural perspective, right now?"
9. "What led you to the decision that is true about that group of people?"
10. "Hmm. That's very interesting. Will you educate me so that I can understand why you view differences that way?"

## **Action Planning**

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**Three things I will think about differently as a result of today's workshop....**

**1.**

**2.**

**3.**

**Three things I will do differently during intercultural communications...**

**1.**

**2.**

**3.**

# Affirmative Action Fact Sheet

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April 2006

## BACKGROUND

Affirmative action is a tool designed to expand job and educational opportunities to women and people of color to remedy past and present-day discrimination. Affirmative action tools include outreach, recruitment, training, and promotion to ensure that positive steps are taken to advance qualified women and people of color.

In 1964, Congress passed and President Lyndon B. Johnson signed into law The Civil Rights Act of 1964, landmark legislation that prohibited employment discrimination by employers. Title VII of the Civil Rights Act forbade the use of sex to determine wages, hiring, promotion, or other employment decisions.

In 1965, President Johnson issued executive order 11246, which outlawed discrimination on the basis of race, color, religion, or national origin in federal employment and in employment by federal contractors and subcontractors. Executive Order 11246 required affirmative action by companies to make "extra efforts to locate, recruit, and train disadvantaged workers who might not otherwise be hired." In 1967, Executive Order 11375 expanded Executive Order 11246 to include women.

Over the past forty years, affirmative action programs have significantly expanded employment and educational opportunities to underrepresented groups. Unfortunately, much more work needs to be done. Affirmative action policies are currently under attack at the state level and in the courts. Attempts to rollback the gains made by affirmative action programs have occurred with unprecedented intensity at the state level in the form of ballot initiatives,\* legislation, resolutions and executive orders over the last decade. Opponents of affirmative action are also bringing their cases to the courts with increasing frequency.

## BALLOT INITIATIVES, THE COURTS & LEGISLATION

Ballot initiatives such as Proposition 209 in California and Initiative 200 in Washington State are examples of anti-affirmative action campaigns that passed. In 1996, Proposition 209 passed which abolished all public-sector affirmative action programs in the state in employment, education and contracting. In 1998, voters in Washington State passed Initiative 200, banning affirmative action in higher education, public contracting, and hiring. The period from 1997-1999 represents the highest number of threats to affirmative action over the last decade. In 1997, the year following enactment of California's Proposition 209, 33 anti-affirmative action bills and/or resolutions were introduced in 15 states. In 1998 16 bills were proposed in 9 states. In 1999, 20 bills were introduced in 14 states.

Affirmative action has also been contested in the courts. In 1997, lawsuits were filed against the University of Michigan (*Grutter v. Bollinger* and *Gratz v. Bollinger*) regarding its use of affirmative action policies in admissions standards. In June 2003, the Supreme Court ruled in *Grutter v. Bollinger* and *Gratz v. Bollinger* that universities may take race into consideration as one factor among many factors when selecting incoming students. In fact, in her opinion Justice O'Connor highlighted the social benefits of affirmative action and diversity in higher education stating, "classroom discussion is livelier, more spirited, and simply more enlightening and interesting when the students have the greatest possible variety of backgrounds." This ruling put a temporary stop on statewide efforts to eliminate affirmative action.

\*A ballot initiative or measure is called "propositions" in some states, which allows voters to propose a legislative measure or state constitutional amendments. Ballot measures are an example of direct democracy in the United States. Controversial ballot measures, in particular, are often litigated, and sometimes overturned by the courts.

## **CURRENT STATUS**

Unfortunately, affirmative action policies are again being challenged in Michigan. And what is decided there has the potential to influence affirmative action practices across the country. California businessman Ward Connerly, who led successful anti-affirmative action ballot initiatives in California (1996) and Washington (1998), has now introduced a similar initiative to be on the ballot in Michigan this year. The misnamed Michigan Civil Rights Initiative (MCRI) would amend the state constitution to ban "affirmative action programs that give preferential treatment" to groups or individuals on the basis of race, gender, color, ethnicity or national origin. This would apply to state and local governments, public colleges and universities, school districts, and community colleges and would essentially end any program designed to increase the diversity of women and people of color in areas where they have been traditionally underrepresented.

If the MCRI passes in Michigan it would likely lead to a resurgence of anti-affirmative action ballot measures across the country. These measures are often misleading, appearing to help promote equality and diversity. If anti-affirmative action were to become the law of the land it will erode the progress made by women and color.

## **FACTS**

- Women earn approximately 76 cents for every dollar men earn. Women of color fare significantly worse—black women earn 66 cents, while Hispanic women earn 55 cents for every dollar men earn.
- In 2001, the median annual earnings of white males with a four-year college degree was \$55,307, while white women with the same educational attainment earned \$40,192. Black women and Hispanic women with the same educational credentials suffered from an even larger gap. Black women with equal college credentials earned \$36,253, while Hispanic women with equal college credentials earned only \$34,060.
- After the passage of Proposition 209 in California, the number of African Americans and Latinos admitted to California's top public universities quickly plummeted in several disciplines.
- The U.S. Department of Labor's Glass Ceiling Commission report, released in March 1995, showed that while white men are only 43 percent of the Fortune 2000 workforce, they hold 95 percent of senior management jobs. A 2002 report from Catalyst reveals that only 5.2 percent of top-earnings officers in Fortune 500 companies are women. Women comprise 1.2% of Fortune 500 CEO's.
- Even though women-owned firms represent an estimated 28 percent of all businesses in the United States, their firms have obtained a mere 2.9% of the \$235.4 billion in federal government contracts awarded in fiscal year 2002. This is still short of the five percent goal Congress established in 1994.
- Although in 2001, women earned 57.3 percent of bachelor's degrees and 58.5 percent of all master's degrees, they still earned only 46.2 percent of doctorate degrees, and remain

underrepresented in areas not traditionally studied by women. In 1998 women earned 17 percent of undergraduate and 12 percent of doctorate degrees in engineering and only about 25 percent of doctorate degrees in math and physical sciences.xi

## RESOURCE

Leadership Conference on Civil Rights: <http://www.civilrights.org/>

i Badgett, M.V. and Jeannette Lim. (2001) Promoting Women's Economic Progress through Affirmative Action. In *Squaring Up: Policy Strategies to Raise Women's Incomes in the United States*. Ann Arbor, Michigan: University of Michigan Press.

ii Americans For A Fair Chance. (January 2004) Anti-Affirmative Action Threats in the States: 1997-2003. <http://www.civilrights.org/issues/affirmative/Affirmative%20Action%20State%20Report.pdf>

iii Americans For A Fair Chance. (January 2004) Affirmative Action Fact Sheets.

[http://www.civilrights.org/issues/affirmative/fact\\_sheet\\_packet.pdf](http://www.civilrights.org/issues/affirmative/fact_sheet_packet.pdf)

iv Anti-Affirmative Action Threats in the States: 1997-2003.

v *Grutter v. Bollinger*, 539 U.S. 306, 328 (2003).

vi National Committee on Pay Equity. <http://www.pay-equity.org/index.html>

vii National Committee on Pay Equity. (2001) The Wage Gap By Education. <http://www.pay-equity.org/info-education.html>

viii University of Berkeley Law School Press Release: "Underrepresented Student Enrollment Increases at UC Law and Medical Schools," October 9 2002, [www.law.berkeley.edu/news/pr/2002/admissions.htm](http://www.law.berkeley.edu/news/pr/2002/admissions.htm)

ix Catalyst. (2003) 2002 Catalyst Census of Women Corporate Officers and Top Earners in the Fortune 500. [http://www.catalystwomen.org/press\\_room/factsheets/COTE%20Factsheet%202002.pdf](http://www.catalystwomen.org/press_room/factsheets/COTE%20Factsheet%202002.pdf)

x Center for Women's Business Research, National Women's Business Council. (August 2003) Federal Contracting with Women-Owned Businesses FY1997-FY2002. [http://www.womenbiz.gov/Issue\\_brief-Federal%20Contracts.pdf](http://www.womenbiz.gov/Issue_brief-Federal%20Contracts.pdf)

xi U.S. Department of Education, National Center for Education Statistics. (2001) <http://nces.ed.gov>

xii Kaufmann, S. & Davis, A. (November 2005). The Gender Impact of the Proposed Michigan Civil Rights Initiative. [http://www.michigan.gov/documents/Kaufmann\\_study\\_122604\\_7.pdf](http://www.michigan.gov/documents/Kaufmann_study_122604_7.pdf)

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